**Annotated Bibliography Scoring Rubric**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **20-17** | **16-13** | **12-9** | **8-5** | **4-0** | **Score** |
| **Sources** | Sources chosen are  highly relevant to the topic; Sources  add greatly to  research potential;  few, if any  additional sources  needed | Most sources  chosen are relevant to the topic; May require a small amount of  additional research | Some sources  chosen are  relevant to the  topic; writer may need additional  sources to  complete  research | Few sources chosen are  relevant to the topic; writer may require significant  additional research | Sources are not relevant to researcher’s topic; Sources  necessitate extensive  additional research |  |
|  | **20-17** | **16-13** | **12-9** | **8-5** | **4-0** | **Score** |
| **Quality of the sources** | All sources are from credible, scholarly  materials | Most sources are  from credible,  scholarly materials | Some sources are from credible,  scholarly  materials | Few sources are from credible,  scholarly  materials | Sources lack  credibility |  |
|  | **15-13** | **12-10** | **9-7** | **6-4** | **3-0** | **Score** |
| **Citations** | All sources are cited using the Chicago Manual of Style and there are no formatting errors | Most sources are cited using the Chicago Manual of Style and / or there are minimal formatting errors | Some sources are cited using the Chicago Manual of Style and/ or there multiple formatting errors | Few sources are cited using the Chicago Manual of Style and / or there numerous formatting errors | Sources are improperly cited |  |
|  | **20-17** | **16-13** | **12-9** | **8-5** | **4-0** | **Score** |
| **Annotations** | Annotations  succinctly and  comprehensively  describe the source material;  Annotations offer  great insight into the source material | Most annotations  are succinct; Most  comprehensively  describe the source  material; Some  offer insight into the  source material | Some annotations may  be too short or  too long; Annotations  adequately describe the  source material,  but lack insight | Few annotations meet the length requirements, few annotations  adequately describe the  source material; annotations offer little insight | Most annotations  are either too short or too long; Annotations do not describe the  source material;  annotations offer  no insight |  |
|  | **20-17** | **16-13** | **12-9** | **8-5** | **4-0** | **Score** |
| **Evaluations** | Evaluation clearly explains why the sources were chosen;  demonstrates a clear understanding of  research process:  offers insight into  source | Most evaluations  explain why the  sources were  chosen; Understands the process of source  acquisition | Evaluation  sometimes  explains why the  sources were  chosen; demonstrates  some understanding of  research process | Evaluation mostly lacking in  explaining why the sources were  chosen; demonstrates  little understanding of  research process | Evaluation does  not explain why  the sources were  chosen; demonstrates no understanding of  research process |  |
|  | **5** | **4** | **3** | **2** | **1** | **Score** |
| **Mechanics,**  **Grammar,**  **and**  **Proofing:** | Virtually free from  mechanical,  grammatical,  punctuation, and  spelling errors; All  of the assignment  requirements were  met | Occasional minor  errors do not  distract the reader;  the majority of  assignment  requirements were  met | Some significant  errors are  present, but the  overall meaning  is clear; about  half of the  assignment  requirements  were met | Errors are distracting, but  the meaning is still clear; only  some of the assignment  requirements were met | Errors distract  the reader, to the  extent the  meaning is  unclear; the  assignment  requirements  were not met |  |

Total Points Earned\_\_\_\_\_\_\_\_\_\_\_\_

(Adapted From: Vicki Spandel’s Creating Writers Through 6-Trait Writing Assessment and Instruction)